



MANUAL FOR THE RECOGNITION OF ENGINEERING TECHNICIAN EDUCATION QUALIFICATIONS

First Edition

December 2007

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1 INTRODUCTION

As a professional body and regulator, IPENZ has a responsibility to ensure the maintenance of standards of engineering professionals in New Zealand. Part of this responsibility involves setting and maintaining standards of engineering education through processes of accreditation and recognition.

Engineering degrees and diplomas generally provide the initial academic education for prospective members of IPENZ. A holder of an accredited/recognised qualification qualifies for admission to the class of Graduate Member (GIPENZ). IPENZ has three competence-based membership classes, each representing a different occupational role, and current competence registers aligned with each.

Normal Qualification	Membership Class	Occupational Role	Current Competence Register	International Mobility Register
BE (4years)	Professional Member (MIPENZ)	Professional Engineer	Chartered Professional Engineer (CPEng)	International Professional Engineer (IntPE)
BEngTech (3 years)	Technical Member (TIPENZ)	Engineering Technologist	Engineering Technology Practitioner (ETPract)	International Engineering Technologist (IntET)
DipEng (2 years)	Associate Member (AIPENZ)	Engineering Technician	Certified Engineering Technician (CertETn)	No register planned

The key objective of accreditation and recognition is to provide independent confirmation that graduates from an engineering programme have acquired the academic capabilities expected of them by the engineering profession in New Zealand, as defined in IPENZ policy, and meet the requirements of the international accords to which IPENZ is a signatory.

More specifically, accreditation and recognition provide:

- public identification of programmes that have been evaluated by IPENZ, independently of the institution offering the programme, as having met the stated criteria
- a statement of the standing that institutions can offer to prospective students
- a basis for international comparability and graduate mobility
- a statement to governments and institutions of the basic requirements of a professional engineering education and the resources reasonably needed to meet these requirements
- consultative feedback on the design of new programmes and modes of delivery, and assistance in the promotion of innovation and good educational practice.

IPENZ has operated a system for accrediting engineering degree programmes offered by individual tertiary institutions since 1980. This accreditation process applies to 4 Year Bachelor of Engineering and 3 year Bachelor of Engineering Technology programmes and is described in a separate document - Manual for the Accreditation of Professional Engineering and Engineering Technology Programmes.

However, engineering technician education qualifications are typically National qualifications or qualifications that are offered on a national basis by a group of Tertiary Education Institutions, rather than individual but comparable programmes. A separate process has been developed

to recognise these national qualifications and is explained in this Manual. The process reflects the generally existing national delivery and quality assurance processes that are already in place and assumes the following definitions:

- **Qualification Developer:** The organisation that is primarily responsible for the initial development and registration of the qualification and ongoing revision of same.
 - For National qualifications, such as a National Diploma in Engineering, this will most often be an 'ITO'.
 - For consortium based qualifications offered nationally this will most often be the 'Lead Provider'.
- **Qualification Provider:** A TEO that has gained accreditation from the appropriate approval body to offer the registered qualification.
- **Consortium:** The group of qualification providers that work cooperatively to ensure consistent national delivery of the registered qualification.

It is, however, accepted that individual provider qualifications may develop at technician level, for which IPENZ recognition is sought. In such cases, a process generally consistent with that defined in the Manual for the Accreditation of Professional Engineering and Engineering Technology programmes would be applied. Criteria for the evaluation of provider specific engineering technician education programmes have yet to be developed. Any provider interested in seeking recognition of a local technician education programme should contact the IPENZ Director Learning and Assessment.

2. REQUIREMENTS FOR RECOGNITION

For technician education qualifications offered on a national, collaborative basis, IPENZ has determined that its recognition process will recognise the national quality assurance framework that exists. In such cases, the focus of IPENZ procedures is to ensure that general quality assurance requirements are met and that the processes for qualification development, delivery and review involve appropriate engineering stakeholder representation and ensure that graduates meet IPENZ Graduate Profile for Engineering Technicians.

While there is a focus on the systems that are in place to assure the quality of the qualification, wherever it is offered, IPENZ accreditation and recognition processes have a strong 'output' focus. The qualification developer and providers of the qualification are expected to supply sufficient evidence that the programmes leading to the award of the qualification will enable graduates to meet the graduate capability profile for engineering technicians.

Recognition Requirements

The basis for IPENZ recognition of technician education qualifications offered on a national basis is as follows:

2.1 General IPENZ Quality Assurance requirements

- 2.1.1 National qualifications must be registered at level 6 on the National Qualifications Framework and other qualifications must be registered at level 6 on the New Zealand Register of Quality Assured Qualifications as a New Zealand qualification
- 2.1.2 All providers of the qualification must be accredited to do so by the appropriate Approval and Accreditation Body

2.2 Specific IPENZ Quality Assurance requirements relating to the qualification developer

The qualification developer must be able to demonstrate to the satisfaction of IPENZ that:

- 2.2.1 the process of qualification development has involved key engineering stakeholders at a national level
- 2.2.2 a qualification advisory committee is in place (that involves key engineering stakeholders at a national level - ITOs, professional bodies, TEIs, key employers etc) which is responsible for ongoing review of the curriculum and standards within the qualification and for providing advice on industry developments and associated education and training needs
- 2.2.3 there is a process in place to moderate assessments conducted by all providers of the qualification, which has national engineering stakeholder input
- 2.2.4 all requirements for ongoing qualification approval as set out by the appropriate Approval and Accreditation Body continue to be met.

2.3 Specific IPENZ Quality Assurance requirements relating to qualification providers

Providers of the qualification must be able to demonstrate to the satisfaction of IPENZ that:

- 2.3.1 they participate in a national consortium of providers that acts collaboratively to support quality delivery of the qualification on a national basis
- 2.3.2 provision (individually and collectively) is subject to external, qualification specific, review or audit to ensure consistent delivery by all providers
- 2.3.3 they continue to meet all requirements for ongoing accreditation as set by the appropriate Approval and Accreditation Body.
- 2.3.4 They provide adequate staffing and facilities, so there is reasonable surety of consistent delivery from year to year.

2.4 Specific Qualification Requirements

2.4.1 Entry Requirements:

Specific entry requirements must be defined within the qualification document, along with provision for the recognition of prior learning and credit transfer,

Entry processes ensure that students have a reasonable chance of success and aim to align student capability, career aspirations and study choices.

2.4.2 Programme Length

Technician education qualifications recognised by IPENZ must be at least 240 credits (two years full time study) and must be registered at least at level 6 or above on the NQF

2.4.3 Qualification Outcomes

Programmes leading to the qualification must be shown to produce graduates who meet the IPENZ Graduate Profile for Engineering Technicians (refer Appendix 2).

2.5 All pathways to be recognised

All pathways to award of the qualification must be recognised or the qualification is not recognised at all. Recognition of Technician education qualifications by IPENZ

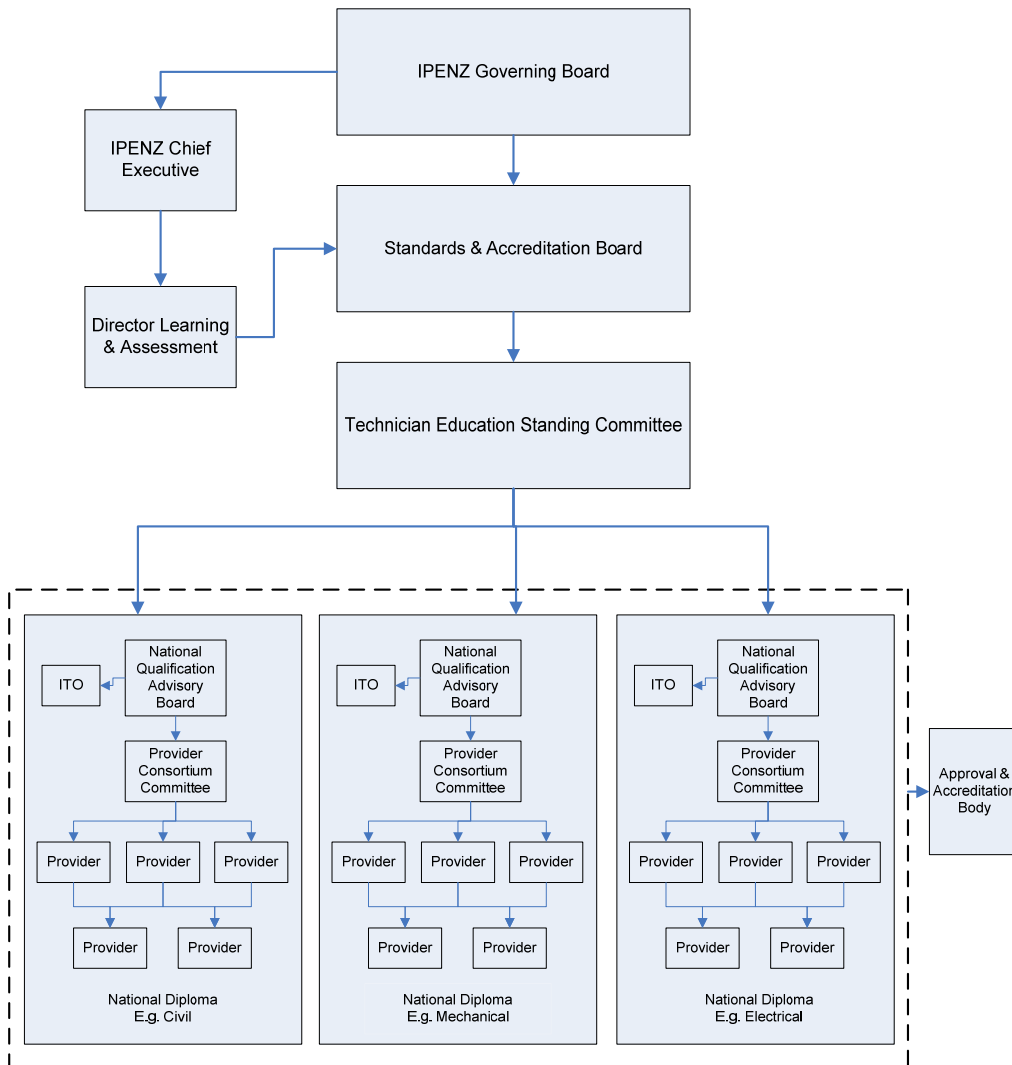
extends to the qualification as a whole and all providers operating as part of a provider consortium. Failure by one provider within a consortium to meet standards of provision that are acceptable to IPENZ may jeopardise ongoing recognition of the qualification as a whole.

3. STANDARDS AND ACCREDITATION BOARD

The IPENZ Standards and Accreditation Board is responsible for developing and reviewing criteria and procedures for the recognition of technician education qualifications. In doing so, it acts on recommendations from its Technician Education Standing Committee. Recognition decisions on individual qualifications are made by the Standards and Accreditation Board (SAB), under delegation from the IPENZ Governing Board.

Governance and quality assurance relationships are summarised in the following diagram.

Governance & Quality Assurance Structure for Technician Education Programmes



The Standards and Accreditation Board (SAB) is appointed by the IPENZ Governing Board and must include no less than four (4) and no more than seven (7) Members appointed for their knowledge of engineering education and setting of professional competence standards. The SAB also includes one member of the Governing Board, appointed by that Board annually and the Chair of the Competency Assessment Board and a Secretary appointed by the Chief Executive (non-voting).

Technician Education Standing Committee

The Technician Education Standing Committee (TESC) is appointed by the Governing Board, based on recommendations from the SAB. The TESC will consist of no more than 6 members and be chaired by a member of the SAB. The IPENZ Director Learning and Assessment acts as the Secretary to the TESC. Membership includes those with academic and industry backgrounds who have an understanding of technician engineering education and the requirements of the engineering profession at technician level.

The Terms of Reference for the TESC are to:

- a. Provide advice and recommendations to the SAB on:
 - standards for the recognition of technician education qualifications
 - standards of competence for engineering technicians
 - procedures for assessing technician education qualifications against relevant standards for recognition
 - rules, regulations and guidelines relating to the initial and ongoing assessment of engineering technicians against the competence standards for Associate Membership and CertETn registration
- b. Oversee the monitoring and periodic review of recognised technician education qualifications and provide recommendations to SAB.

4 BASIS OF RECOGNITION

IPENZ considers engineering technician education qualifications for recognition at the request of the qualification developer.

Qualifications are not ranked or merit-graded; they are either recognised or not.

Recognition is accorded to the qualification as a whole and all pathways available to students for its completion must be included in the evaluation and must meet the criteria.

5 THE RECOGNITION PROCESS

The recognition process, whether for an initial recognition or a subsequent review, will involve:

- a review of application documentation by the TESC or a subcommittee of TESC (which may include co-opted members)
- preparation and submission of report to the SAB
- decision on recognition by the SAB

The application review process may involve site visits to selected providers and/or discussion with staff, students of stakeholders.

Once a qualification has gained full recognition it is normally reviewed every five years. If however, the qualification undergoes substantial change or there is substantial change within the qualification developer or in terms of delivery of the qualification, IPENZ can request that a

review be conducted earlier. The qualification developer is expected to inform IPENZ of any substantial change to the qualification or its provision.

Periodic reviews of recognition may be timed to coincide with a review of the qualification by the qualification owner.

6 TYPES OF RECOGNITION

Qualification developers can request that IPENZ review qualifications for full or provisional recognition. They can also request that IPENZ provide 'advice and guidance' on proposed new qualifications.

The type of recognition depends on whether the qualification being reviewed is an existing qualification previously recognised by IPENZ, or a new qualification.

6.1 Full Recognition

Full recognition is granted only to qualifications that have produced graduates, so that sufficient evidence can be gathered to assure IPENZ that graduates consistently meet the IPENZ Graduate Profile for Engineering Technicians. IPENZ needs to be assured that there are systems, resources and plans in place to assure sustainable delivery of the qualification.

6.2 Provisional Recognition

Provisional recognition can be granted to new or revised qualifications which have yet to have sufficient graduates emerge from one or more qualification provider to enable full recognition to be considered.

Provisional recognition indicates that full recognition is expected but not guaranteed. Provisional recognition is granted on the basis of evidence available at the time of provisional recognition that full recognition criteria are capable of being met.

Provisional recognition will normally lapse if full recognition is not gained within two years of students graduating in sufficient numbers from one or more qualification provider to enable a meaningful assessment against the IPENZ Graduate Profile for engineering technicians. If provisional recognition lapses then for IPENZ membership purposes all graduates of the qualification will be deemed not to have gained a qualification recognised by IPENZ. They would be eligible to apply for IPENZ graduate membership but their qualification would not be recognised under the Dublin Accord.

The year from which graduates will automatically be recognised by IPENZ as having a recognised engineering qualification is determined at the time that full recognition is granted. When a qualification moves from provisional to full recognition, graduates will normally be considered by IPENZ as having a recognised engineering qualification if they graduated whilst the qualification was provisionally recognised; that is, recognition is retrospective.

Qualification developers, consortia and providers may be required to provide a brief annual report to IPENZ on progress in respect of the IPENZ provisional recognition report recommendations and requirements.

6.3 New Providers of a qualification

New providers wishing to offer the qualification under the provisions of this recognition process must join the existing consortia and comply with all requirements that exist for other providers.

New providers must meet all requirements with regards accreditation and moderation, and are required to prepare and submit a Provider Capability Report as outlined in Section 12. On acceptance of this report, new providers will have graduates automatically recognised to the extent of the recognition applying to the qualification as a whole.

6.4 Changes requiring re-recognition

Currently recognised qualifications which undergo substantial changes to structure, content, delivery, or staffing, or significant decline in student numbers or national quality assurance arrangements, may be required to undergo a review of recognition prior to the expiry of the current recognition period. It is the responsibility of the qualification developer to initially advise IPENZ of any such changes whereupon IPENZ will determine the recognition status of the qualification and, in conjunction with the qualification developer, will decide if any formal review is required and what form the assessment should take.

Substantial changes may include some or all of the following:

- Change of qualification title
- Changes to regulations concerning entry requirements and cross-crediting arrangements
- Changes to the level or credits necessary to gain the qualification
- Changes to overall qualification objectives
- Significant changes to the structure of the qualification
- A decline in student numbers that brings the financial or academic viability of one or more providers that may impact on the operation of the consortia or the qualification as a whole
- Changes to the mode of delivery by an accredited provider
- Introduction of a new major or specialisation

When recognised qualifications cease to be offered, the qualification developer shall advise IPENZ who shall, after discussion with the qualification developer, determine the run out period for the recognition of graduates across all qualification providers.

6.5 IPENZ Guidance and Advice Reports

Developers of new engineering technician qualifications can request that IPENZ provide feedback on their draft qualification.

Feedback should be taken as advisory only and cannot be taken as assurance that the qualification reviewed will necessarily be granted provisional recognition.

7 RECOGNITION TEAMS

The Technician Education Standing Committee, in conjunction with the IPENZ Director – Learning and Assessment has responsibility for overall organisation and administration of the recognition

process. It is the responsibility of the TESC to ensure that IPENZ recognition policies and procedures are adhered to and are interpreted consistently.

The TESC will appoint a subcommittee of no less than 2 and no more than 4 members (of which up to 2 may be co-opted) to form the team to review an application for recognition. A member of the TESC will act as the team leader. The recognition team will be supported by the Director Learning and Assessment, who will coordinate the recognition process.

Teams will consist of a mix of academic and industry representatives of good standing within the profession.

Recognition teams will review the documentation provided by the qualification developer against the recognition criteria and carry out whatever further investigations they consider necessary in order to make a final recommendation on recognition of the qualification to the TESC.

Overseas team members may be used to review IPENZ recognition processes and standards on behalf of Dublin Accord signatories.

No-one may serve on a recognition team if they have any relationship with the qualification developer, provider or consortium concerned such that their judgement might be unduly influenced by such a relationship (for example, staff or members of advisory committees).

8 RECOGNITION PROCEDURES

The recognition procedure for a qualification comprises the following steps:

8.1 Request for Recognition

The qualification developer submits a request to IPENZ for a qualification to be recognised. The request may be submitted at any time, but recognition activities are scheduled on a calendar-year basis.

For a qualification that is already recognised IPENZ will issue a reminder that a review is due in good time for the qualification developer to make the necessary preparations.

8.2 Scheduling Recognition Process

IPENZ acknowledges the request, establishes a team to review the application and schedules a date by which the qualification developer must submit its documentation to IPENZ.

8.3 Submission of Recognition Documentation

The qualification developer submits documentation addressing the relevant Requirements for Recognition - refer to Section 12 for further details.

8.4 Review of Documentation

On receipt of the documentation the IPENZ Director Learning and Assessment will review the adequacy of the documentation. If the documentation is considered seriously deficient the qualification developer will be advised and the process may be delayed.

8.5 Initial Document Review and Conference

The team receives and reviews the documentation and confers to discuss any concerns and consider the need for further information or evaluation

8.6 Further information or Evaluation

Where the team identifies unresolved issues or concerns, it may

- request further information from the qualification developer
- talk by teleconference with Advisory Board Members, Academic Staff, Graduates or Moderators
- Meet with the Advisory Board or Consortium provider group
- Visit one or more providers of the qualification
- Visit the qualification developer

Any request for further information or evaluation will be clearly targeted on specific issues or concerns identified from the documentation and every effort will be made to avoid replication of external quality assurance processes already imposed on qualification developers and providers. In that respect, the focus is likely to be on evidencing the achievement of graduate outcomes, and additional evaluation stages may be delegated to selected members of the team.

8.7 Provider Visits

Any provider visits will be conducted on a sampling basis and focus on evidencing the achievement of graduate outcomes. The timetable for any visit will be structured to reflect the specific areas of focus and are unlikely to extend beyond a day in duration.

8.8 Final Draft Report and Response from the Qualification Developer

Once the evaluation has been completed, a draft report to the TESC is prepared and sent to the qualification developer.

The qualification developer has two weeks from the date of receipt of the report to provide a written response if it so wishes. The response is normally limited to correcting any errors of fact, but it may comment on any issue which the qualification developer feels the team have misunderstood.

8.9 Report and Board Decisions

The report and recommendations are then finalised, noting any response from the qualification developer, and forwarded for the TESC for consideration at its next meeting.

The TESC formally accepts the report and considers the recommendations outlined in it.

For each qualification evaluated, the TESC may recommend to:

- accord or renew full recognition for a period of up to five years, with or without requirements to be met within a specified timeframe
- accord provisional recognition, with or without requirements to be met within a specified timeframe, identifying the year from which graduates of the qualification might first be recognised by IPENZ (subject to full recognition being gained)
- continue the review for a maximum period of 12 months.
- decline or withdraw recognition

Recommendations from the TESC are then forwarded to the Standards and Accreditation Board for a final decision on recognition

8.10 Ongoing reviews

Where a decision is made to continue a review, the original recognition team will continue with the review and make a final decision at the end of the 12 months or sooner if information requested from the provider has been received before that time. Any overseas panel members will not normally take part in any follow-up visits though they will continue to be consulted.

8.11 Declined or withdrawn recognition

In cases where recognition is declined or withdrawn, a further application would not normally be considered for two years, when a new panel would usually be formed to undertake the next review.

In making a decision to withdraw recognition, the SAB will make a decision on the extent to which students currently studying towards the qualification can be recognised by IPENZ upon graduation.

9 TRANSPARENCY, CONFIDENTIALITY AND PUBLICATION OF DECISIONS

The recognition process requires confidentiality in some aspects but transparency in others.

9.1 Confidentiality

Apart from reflecting the outcome of each recognition evaluation in the list of recognised qualifications, IPENZ will not divulge details of investigation, documentation, correspondence and discussions between IPENZ, the recognition team and the qualification developer and providers concerned to third parties or those not involved in the recognition process without the approval of the qualification developer and providers. Under the Dublin Accord, to which IPENZ is a signatory, observers and reviewers from other accord countries may participate on reviews to report on the status of IPENZ recognition procedures to their respective bodies. For this purpose they may disclose details of particular reviews to those bodies, but only to the extent required to comment on the procedures operated by IPENZ.

9.2 List of Recognised Qualifications

After each set of recognition decisions is made, IPENZ updates the list of all recognised qualifications on the IPENZ website. The list shows the initial and final year of recognition. Where a qualification is no longer recognised the previous period(s) of recognition are shown. Provisionally recognised qualifications are identified as such on the list.

Qualification developers and providers are expected to ensure that current and prospective students are aware of the current recognition status of the qualification they are studying towards.

9.3 Feedback and Verification

To ensure fairness and adequate transparency the following measures are taken:

- Actual or potential deficiencies, concerns, comments and constructive criticism related to providers must be raised with the Head of Department and relevant academic staff during any provider visit or, if identified during the compilation of the report, before the submission of the draft report.
- The draft report is sent to the qualification developer and where appropriate qualification providers for correction of any factual errors.

- IPENZ will inform the qualification developer of the decisions by letter to the Chief Executive. A copy of the Recognition Report will be attached to the letter.

9.4 Formation Aspects of Recognition Process

While IPENZ has a duty to the profession and to the public to withhold recognition from qualifications that do not satisfy IPENZ requirements, there is a complementary duty to encourage qualifications that are currently deficient to improve and attain recognition status. IPENZ therefore requires recognition panels to formulate their reports in a firm but constructive way.

Recognition reports should clearly outline **'requirements'** which must be met if the qualification is to continue to be recognised. They should also specify any **'recommendations'** that the qualification developer may wish to consider to improve the quality and relevance of their qualification or its delivery. Subsequent reviews will assess whether previously specified requirements or recommendations have been actioned. For further information on Recognition Reports refer to Section 10.

9.5 Appeals

If the qualification developer wishes to appeal against a refusal to recognise a qualification, an appeal must be lodged with the Chief Executive of IPENZ within two weeks of receipt by the qualification developer of the recognition decision and must state the grounds on which it is based. Grounds for the appeal are normally limited to errors of fact or breach of the policy, criteria and/or procedures set out in this Manual. The IPENZ Board shall consider the appeal and may appoint an Appeals Panel of not less than one experienced academic and one experienced practising engineer to investigate the appeal and advise the Board. The Board's decision, which shall be final, shall be given within eight weeks of receipt of the appeal.

10 RECOGNITION REPORTS

A report is produced following each recognition assessment. The report will be written by the Director Learning and Assessment and will summarise key findings and recommendations.

The report may be reviewed by representatives from other Dublin Accord signatories, who may not be familiar with the context of New Zealand engineering education. The reports should therefore include sufficient background, generally no more than a paragraph, to clarify the context of the qualification.

10.1 Report Content

Reports need to include:

- Commentary on the qualification, including perceived strengths and weaknesses, including supporting statistics where appropriate.
- Requirements if any. "Requirements" are defined as those aspects that **MUST** be fulfilled by the qualification developer and/or consortium and/or qualification providers if the qualification is to continue to be recognised or, in the case of recognition being denied, before the qualification will be considered for recognition in the future. The report needs to specify a time by which any requirements should be met. If no time frame is given requirements will be followed up on the next review. The reasons for any requirements must be given.
- Recommendations: "Recommendations" are defined as suggestions provided as advice, indicating how they believe the quality and relevance of the qualification could

be improved. There is normally no timeframe associated with recommendations, but subsequent recognition visits will investigate what progress has been made on them. The reason for any recommendations should be given.

- Overall recommendations to IPENZ as to whether or not the qualification evaluated should be recognised, and whether provisionally or fully.
- Any follow-up action that is recommended outside the review framework. This might include the appointment of a monitor, or an annual report from the qualification developer and/or consortium and/or qualification providers to IPENZ about progress on requirements and recommendations etc.
- A recommended time for the next review. This may vary from one to five years depending on circumstances, for example whether provisional recognition or full recognition is at issue, and the nature and extent of the requirements made in the report.

10.2 Style of Report Writing

Panel reports should be concise, and are typically between six and eight A4 pages in length. Requirements and recommendations should be phrased precisely, leaving no room for interpretation and therefore confusion. The tone of the report should be formal, informative and constructive. Careful attention should be given to the way criticisms are worded, so that they are interpreted as *constructive* criticism.

10.3 Report Format

Reports will largely follow the criteria headings set out in Section 2. and will include the following headings:

1. Background: state the purpose of the report; describe the qualification being reviewed, major changes to the qualification; give brief background to the qualification developer, consortium and providers.
2. Previous recognition processes (if applicable): Provide a summary of actions taken to address requirements and recommendations from the previous review and specific comment on any matters of ongoing concern.
3. General IPENZ Quality Assurance requirements
4. Specific IPENZ Quality Assurance requirements relating to the qualification developer
 - Qualification Development
 - National Stakeholder engagement
 - Assessment and Moderation processes
 - all requirements for ongoing qualification approval as set out by the appropriate Approval and Accreditation Body continue to be met.
5. Specific IPENZ Quality Assurance requirements relating to the consortium and qualification providers
 - Collaborative provision
 - Accredited provision
 - Staffing and resources

6. Specific Qualification Requirements

- Entry Requirements:
- Qualification Length
- Qualification Outcomes
- Pathways to the qualification

7. Summary

- Requirements
- Recommendations
- Overall Recommendations - state whether or not the qualification should be recognised and if so for what period and any conditions

11 APPLICATION DOCUMENTATION – GENERAL GUIDELINES

11.1 General Guidelines

The purpose of the documentation is to demonstrate that the qualification meets in a robust manner the criteria outlined in Section 2. The documentation must describe the following:

- the systems and resources in place to address each of the IPENZ recognition criteria.
- the broad objectives of the qualification as defined by the qualification developer and revealed to students by providers
- how the qualification addresses these objectives, including the development of the relevant set of IPENZ graduate competencies

11.2 Use of Existing Documentation

It should not be necessary to develop extensive documentation specifically for the purpose of recognition. The process is designed to evaluate the systems already in place, not to require their creation. Most of the documentation requested should already exist.

A good submission is likely to comprise a collection of existing documents, plus a coherent overview or self-review which should address each of the criteria.

Submissions must be comprehensive and easy to read, and exhibit a high standard of presentation.

If the initial submission is not considered to meet these guidelines the qualification owner may be asked to resubmit it.

11.3 Structure of Information Presentation

To simplify assembly and reading of the information provided it is suggested that information be presented in four volumes or sections:

1. General Information on the qualification developer, provider consortium, qualification providers and the qualification itself
2. Quality assurance processes
3. Detailed qualification documentation
4. Individual Provider Capability Reports¹

¹ A separate Capability report is required for each provider offering or intending to offer the qualification

12 GUIDELINES ON INFORMATION TO BE PROVIDED

This section gives detailed guidance on the type of information that must be provided. It is not the intention of this section to be prescriptive in describing the format in which information should be produced. Wherever possible standard formats readily available in the TEO concerned should be used as long as the information is presented in a logical and coherent form. Suggestions and examples in this section as to formats should be taken as a guide not as rigid requirements.

The content is mandatory the format is not.

12.1 Self Review

- The application should take the form of a succinct self review of the systems in place and evidence available to satisfy each of the recognition criteria set out in Section 2.
- The self review should include clear links to supporting evidential documents.
- If a previous qualification review by IPENZ specified any requirements and/or recommendations, the self review should start by referencing these and indicating the action taken. Explanations should be given if any such requirements or recommendations have not been actioned.
- Appendix 1 offers guidance in respect of the evidence that could be provided in each section of the submission, with reference to recognition criterion.

13 SUBMISSION OF DOCUMENTATION

The documentation provided by the qualification developer should be bound and should include a table of contents.

5 copies of the documentation will be required and these should be submitted to the IPENZ Director – Learning & Assessment, who will arrange distribution.

14 COSTS ASSOCIATED WITH THE RECOGNITION PROCESS

It is acknowledged that recognition of qualifications provides a shared benefit to the qualification developer, providers, graduates and IPENZ and assists in maintaining the quality of engineers to industry. In recognition of this the costs of the process are shared between the qualification developer, providers IPENZ and industry.

Direct costs are borne by the qualification developer and providers. This includes any travel and accommodation costs associated with the process. Team members are reimbursed expenses but are not paid for the hours that they give to the process. Refer to Appendix 3 for guidelines on recognition expenses.

IPENZ covers costs associated with ongoing liaison with the qualification developer regarding the recognition of engineering qualifications, and costs associated with its role as a signatory to the Dublin Accord. IPENZ also covers the costs of organising and managing the recognition process.

Observers from other signatories of the Dublin Accord are expected to meet their own travel and accommodation costs.

IPENZ National Office will make any travel and accommodation arrangements for the recognition team. However the qualification developer, in consultation with IPENZ, may wish to make these arrangements themselves.

15. REVIEW BY ACCORD BODIES

All the Accords to which IPENZ is a signatory require periodic review of every country's procedures and practices by other Accord members. These reviews will be conducted in accordance with the 'Accord Alternative Review Process' outlined in Appendix 4.

APPENDIX ONE – EVIDENCE GUIDE FOR SUBMISSIONS

Section/Volume 1: General

	Criterion reference	Aspects to address in Self Review	Appendices
Summary of Qualification	2.1.1	<ul style="list-style-type: none"> • Name of qualification • Credit value (min 240) • Qualification level (level 6) • Summary of the body of technical engineering knowledge covered by the qualification • confirmation of current registration on the NZ Register of Quality Assured Qualifications 	
Qualification Developer	General Background	<ul style="list-style-type: none"> • Name of qualification developer • A summary of the organisational structure of the qualification developer, including: <ul style="list-style-type: none"> - title of the Chief Executive and name of incumbent - name of the senior staff responsible for managing quality assurance processes (moderation and qualification review) associated with the qualification • A list of other education qualifications (or areas of education and training) for which the qualification developer has responsibility • Details of any substantial changes that have occurred since the last recognition processes, or that are planned for the next academic year. 	<ul style="list-style-type: none"> • Organisational chart • In the case of a consortium qualification, the data supplied should be for the lead provider.
Provider Consortium	2.3.1	<ul style="list-style-type: none"> • Summary of operation of provider consortium • Current membership • Summary of individual provider engagement with consortium(meeting attendance, compliance with moderation activities etc) 	<ul style="list-style-type: none"> • Consortium Terms of Reference and any other key guiding documents • Minutes of recent meetings • Evidence of interaction with Advisory Committee • Consortium Terms of Reference
Qualification Providers	2.1.2	<ul style="list-style-type: none"> • List of current qualification providers, key contact details • Statement confirming current accreditation of each qualification provider 	

Section/Volume 2: Quality Assurance Processes

	Criterion reference	Aspects to address in Self Review	Appendices
Qualification Development and Review	2.2.1 2.2.4	<ul style="list-style-type: none"> • Summary of qualification development process • Summary of arrangements for periodic review of the qualification • Summary of mechanisms for stakeholder input • Summary of any recent external audit of the qualification development and review process 	<ul style="list-style-type: none"> • qualification development/ review reports • minutes of qualification development/review meetings • Qualification development/review audit reports (if available)
Stakeholder Engagement	2.2.2	<ul style="list-style-type: none"> • Summary of the advisory committee process and its effectiveness • Details of current membership of National Qualification Advisory Board • May also include information on regional advisory processes (such as Programme Advisory Committees) within individual providers 	<ul style="list-style-type: none"> • Terms of Reference of Qualification Advisory Board • Minutes of recent meetings
Assessment and Moderation	2.2.3 2.4.3	<ul style="list-style-type: none"> • Summary of assessment methods used, including use made of common assessment tasks or exams, practical workshops, project work, group based activities • Summary of moderation process and its effectiveness in terms of achieving consistency of assessment across student and depth and breadth of learning consistent with IPENZ Graduate Profile. • Mechanisms for (formal/informal) sharing of assessment practice 	<ul style="list-style-type: none"> • Examples of common assessment tasks or exams at final year • A copy of the moderation policy • annual moderation plans/schedules • Moderation reports or other examples of implementation of moderation policy

Review of qualification delivery	2.3.2 2.5	<ul style="list-style-type: none"> • Summary of any qualification specific review activities undertaken by the consortium in relation to specific provider delivery • Mechanisms for addressing quality concerns identified with an individual qualification provider 	<ul style="list-style-type: none"> • Review reports
Flexible study pathways	2.5	<ul style="list-style-type: none"> • Where a qualification provides for flexible study options, the mechanisms for ensuring that individual provider or student course selections are consistent with the achievement of the overall IPENZ Graduate Profile 	

Section/Volume 3: Qualification Documentation

	Criterion reference	Aspects to address in Self Review	Appendices
Course Documentation	2.1.1 2.4.2	<ul style="list-style-type: none"> • Copy of qualification document. 	<ul style="list-style-type: none"> • Copies of unit standards or course descriptors
Entry Criteria	2.4.1	<ul style="list-style-type: none"> • Summary of entry requirements • Progression and exclusion rules 	
Graduate Outcomes	2.4.3	<ul style="list-style-type: none"> • Statement verifying that the programme meets the IPENZ 'Graduate Competency Profiles'. Elaboration of any areas of uncertainty or non-compliance, with treatment plans. • Detailed mapping of qualification learning outcomes to the IPENZ 'Graduate Competency Profiles', Such mapping to be from the perspective of the IPENZ profile. Traceable evidence is required by IPENZ, rather than statements of belief. 	<ul style="list-style-type: none"> • Evidence that this summary analysis is reflected in course descriptors and assessment practices to provide confidence that the expected graduate attributes are formally addressed and assessed to gain the qualification.

		NB: where significant qualification flexibility exists, this may be required from each provider	
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Section/Volume 4: Individual Qualification Provider Capability Reports

	Criterion reference	Aspects to address in Self Review	Appendices
Qualification Provider Details	General Background	<ul style="list-style-type: none"> • Provider contact details: (This should include the title of head of the relevant engineering school or department and name of incumbent) • title of person at corporate level to whom the head reports and name of incumbent • title of the Chief Executive and name of • name(s) of the senior staff responsible for managing quality assurance processes (moderation and qualification review) associated with the qualification • Provider's history/track record delivering engineering education 	<ul style="list-style-type: none"> • Organisation Chart
	2.1.2	<ul style="list-style-type: none"> • Evidence of relevant accreditation by NZQA/ITP Quality 	
Scope of Provision of courses leading to qualification	2.3.4	<ul style="list-style-type: none"> • Courses currently offered with staff names • Summary of any changes to course offerings in last two years and reasons for change • Planned changes over the next 12 months 	
Staffing	2.3.4	<ul style="list-style-type: none"> • Describe the capability to deliver the programme in terms of staffing • Comment on any current/upcoming staffing vacancies and adequacy of current staffing cover the curriculum areas currently taught. 	<ul style="list-style-type: none"> • Staff list, including names, qualifications, and professional memberships. Such list to include all teaching staff up to head of section/department/school level.

		<p>If there are areas of weakness indicate any strategies for remedying this.</p> <ul style="list-style-type: none"> • evidence that (or steps being taken to move towards) - at least 50 per cent of the teaching staff demonstrating active involvement with the wider engineering profession and the engineering industry sector in New Zealand. Good indicators would be involvement in consultancy, work within industry, or IPENZ Branch activities, acting as an expert witness, involvement in industry networks, and development and/or delivery of professional development activities for the engineering profession. - Programme Leaders should have their engineering competence formally assessed and recognised within the engineering profession. Those leading programmes should be AIPENZ, TIPENZ or MIPENZ and/or CPEng ETPract or CertETn, or equivalent in another jurisdiction. 	<p>Include adjunct staff or part time staff who have principal responsibility for courses. A possible format for this is given in Appendix 2 but standard curriculum vitae could be used</p> <ul style="list-style-type: none"> • Summary information (name, position held, qualifications, professional memberships) or CVs for key lecturing staff (those teaching more than 0.35 FTE on the programme).
Physical resources	2.3.4	<ul style="list-style-type: none"> • Describe the capability to deliver the programme in terms of physical resourcing Description of current teaching facilities including built environment, data projectors etc. • Description of current support facilities including library, computers, • A summary of the provider's current financial position and the financial viability of engineering education • Where issues of financial viability exist, a statement of support or commitment from the Chief Executive 	<ul style="list-style-type: none"> • Capital asset list for current teaching equipment, including laboratory and workshop equipment, engineering software, library holdings...
Admissions and	2.4.1	<ul style="list-style-type: none"> • Describe entry processes and 	<ul style="list-style-type: none"> • Admissions and Enrolments data for the

Enrolments		<p>mechanisms for aligning student capability, career aspirations and study choices</p> <ul style="list-style-type: none"> • A summary of any trends in enrolment statistics, along with information on any planned changes or future targets. 	<p>current year</p> <ul style="list-style-type: none"> • Domestic enrolments (efts) by study year • international enrolments (efts) by study year • Total number of students (people, not efts) including gender and ethnicity on the programme across all years
Graduates	2.4.3	<ul style="list-style-type: none"> • A summary of trends in graduation statistics and information on key graduate destinations 	<ul style="list-style-type: none"> • Data on Graduates from the programme over the last 4 years
Internal Review of Provision	2.3.2	<ul style="list-style-type: none"> • Summary of internal review processes and key outcomes of recent review activities 	<ul style="list-style-type: none"> • Internal review policy and reports (exec summary)
External audit	2.3.2	<ul style="list-style-type: none"> • Summary of recent external audit activities, key findings and actions 	<ul style="list-style-type: none"> • External Audit Report (exec summary)

APPENDIX TWO – GRADUATE COMPETENCE PROFILES

The following table provides profiles of graduates of three types of tertiary education engineering programmes.

		Attribute	Professional Engineer (Washington Accord)	Engineering Technologist (Sydney Accord)	Engineering Technician (Dublin Accord)	Explanatory notes
	Technical Foundations					
1.	Academic Education	Educational depth and breadth	Four year BE degree	Three year BEng Tech degree	Two year DipEng (Level 6 on NQF)	
2.	Knowledge of Engineering Sciences	Understands and can apply the mathematical and engineering sciences relevant to:	One or more of the broad, general engineering disciplines e.g. mechanical, civil or electrical	One or more practice areas within a specific engineering discipline e.g. construction, manufacturing or roading	One or more specialised fields of engineering activity e.g. aircraft maintenance, civil contracting or HVAC	
3.	Analysis and Problem Solving	Able to formulate and solve models which predict the behaviour of part or all of:	<i>Complex engineering systems using first principles of the fundamental engineering sciences and mathematics</i>	<i>Broadly defined engineering systems using analytical tools appropriate to their discipline or area of specialisation</i>	<i>Well defined engineering systems using codified methods of analysis specific to their field of engineering activity</i>	
4.	Design and Synthesis	Able to synthesise and demonstrate the suitability and efficacy of solutions to part or all of:	<i>Complex engineering problems</i>	<i>Broadly defined engineering problems</i>	<i>Well defined engineering problems</i>	
5.	Investigation and Research	Able to recognise when further information is needed and be able to find it by:	Identifying, evaluating and drawing conclusions from all pertinent sources of information. Designing and carrying out experiments	Locating, searching and selecting relevant data from codes, data bases and literature. Designing and carrying out experiments	Locating and searching relevant codes and catalogues. Carrying out standard tests	
6.	Risk Management	Understands the accepted methods of dealing with uncertainty (such as safety factors) and the limitations of applicability of methods of design and analysis by being able to:	Identify, evaluate and manage physical risks in <i>complex engineering problems</i>	Identify, evaluate and manage physical risks in <i>broadly defined engineering problems</i>	Identify, evaluate and manage physical risks in <i>well defined engineering problems</i>	<i>Confines risk management to the management of physical risk. Risks to be dealt with include both known and unforeseen risks</i>

	Personal Foundations					
7.	Team work	Function effectively in a team by being able to:	Work cooperatively with the capability to lead or manage a team	Work cooperatively and understand team dynamics	Work cooperatively and understand team dynamics	
8.	Communication	Communicate clearly by being able to:	Comprehend and produce effective reports and design documentation, summarise information, make effective oral presentations and to give and receive clear oral instructions	Comprehend and produce effective reports and design documentation, make effective oral presentations and to give and receive clear oral instructions	Interpret reports and design documentation; effectively document their own work; and give and receive clear instructions	
	Supporting Knowledge					
9.	The Engineer and Society	Be aware of the role of engineers and their responsibility to society by:	Demonstrating understanding of the <i>general responsibilities</i> of a professional engineer	Demonstrating understanding of the <i>general responsibilities</i> of an engineering technologist	Demonstrating understanding of the <i>general responsibilities</i> of an engineering technician	<i>There is no level statement in these definitions except that inherent in the word 'professional', 'technician' etc because the extent of responsibility required is defined by the work being done</i>
10.	Management and financial	Understands, selects and applies:	appropriate project and business management principles and tools to <i>complex engineering problems</i>	appropriate project management and costing methods to <i>broadly defined engineering problems</i>	appropriate project management and costing methods to <i>well defined engineering problems</i>	
11.	Practical Knowledge	Demonstrates competency in the practical art of engineering in their area of specialisation by:	Being able to show in design an understanding of the practical methods for the construction and maintenance of engineering products and being able to use modern calculation and design tools competently for <i>complex engineering problems</i>	Being able to interpret the general designs of others to provide detailed, practical designs for construction/production and/or management of construction or maintenance and being able to apply appropriate techniques, resources and current engineering tools for <i>broadly defined engineering problems</i>	Being able to apply appropriate techniques, resources and current engineering tools to well-defined engineering activities with an awareness of their limitations	<i>In the case of software engineering 'construction' does not necessarily mean physical construction</i>

Definitions:

Complex engineering problems means engineering problems which cannot be resolved without in-depth engineering knowledge and having some or all of the following characteristics:

- Involve wide-ranging or conflicting technical, engineering and other issues
- Have no obvious solution and require originality in analysis
- Involve infrequently encountered issues
- Are outside problems encompassed by standards and codes of practice for professional engineering
- Involve diverse groups of stakeholders with widely varying needs
- Have significant consequences in a range of contexts

Broadly defined engineering problems means engineering problems having some or all of the following characteristics:

- Can be solved by application of well-proven analysis techniques
- Are parts of, or systems within complex engineering problems
- Involve a variety of factors which may impose conflicting constraints
- Belong to families of familiar problems which are solved in well-accepted ways
- May be partially outside those encompassed by standards or codes of practice
- Involve several groups of stakeholders with differing and occasionally conflicting needs
- Have consequences which are important locally, but may extend more widely

Well defined engineering problems means engineering problems having some or all of the following characteristics:

- Can be solved in standardised ways
- Are discrete components of engineering systems
- Involve several issues, but with few of these exerting conflicting constraints
- Are frequently encountered and thus familiar to most practitioners in the practice area
- Are encompassed by standards and/or documented codes of practice
- Involve a limited range of stakeholders with differing needs
- Have consequences which are locally important and not far-reaching
- Can be resolved using limited theoretical knowledge but normally requires extensive practical knowledge

General responsibilities of an engineer include:

- Social responsibilities including ethics, health and safety and other legislation
- Cultural responsibilities including, in New Zealand, the Treaty of Waitangi
- Environmental responsibilities including the need for sustainable development and design and legislative responsibilities
- Life long learning

APPENDIX THREE - STAFF DATA SUMMARY

This form could be used for large providers. For smaller TEO's staff cv's plus supplementary data may suffice (Refer Section 12.9.3).

STAFF – MECHANICAL ENGINEERING

1	2	3	4	5	6	7
Name	Present Post and date of joining establishment	Academic Qualifications	Membership of Professional Bodies	Professional Duties (eg. External Examiner)	Brief Resume (with approx dates) of industrial experience, including any current activity	Present teaching subject and student contact hours per year
ABC	Head of Engineering 1 July 2002	NZCE BE (Hons) (Auckland)	MIPENZ	Member of the following committees:- 1.External examiner for GG 2.Chair Standards committees for XYZ 3.Chair Board of studies	2002-Present: Head of Engineering Univ of O 1996-2002: Diploma Programme Leader 1986-1995: Engineer. Opus Consulting	Structures and Materials courses
DEF						

APPENDIX FOUR - EXPENSE CLAIM GUIDELINES

Qualification developers seeking IPENZ recognition of engineering qualifications are expected to cover all direct costs associated with any recognition visits. The following guidelines have been developed to ensure consistency regarding travel, accommodation and other general expenses.

1.1 Overseas Representatives

In order for IPENZ, as the New Zealand signatory, to meet its international obligations under the Dublin Accord, some overseas representation on teams may be necessary.

Any travel for overseas representatives, would normally be expected to be economy class if the flight time is less than five hours or within normal daylight hours. IPENZ can arrange travel; however, in order for the panel member to gain international air-points, they may wish to book their travel themselves and seek reimbursement. They may then be able to use their current air-points to upgrade to business class air travel if they so wish. Overseas representatives, depending on how far they have travelled, will normally have their accommodation costs met for one day either side of any actual visit.

1.2 Travel within New Zealand

Travel within New Zealand will be economy class. Bookings will be made at least one month in advance so that advantage can be taken of airfare discounts. If team members use their own vehicle when travelling to participate in a visit, they will be reimbursed at 62c per kilometre.

1.3 Hotel Accommodation

IPENZ will take advice from the TEO on what hotel to use for accommodation and meals. A general guideline is that hotels should be close to the TEO and should meet the standards expected of at least a three-star rating.

1.4 Meals

Any morning and afternoon teas and lunches are arranged by the TEO and any evening meals are normally organised by IPENZ.

1.5 General Expenses

As team members are not receiving payment for their participation some minor general expenses are permitted, such as one telephone call and some mini-bar or room service meals, particularly for overseas panel members who may have arrived at the hotel outside of normal meal times. Alcohol, laundry and movie costs will not be reimbursed.

1.6 Costs of Extra Activities

If the qualification developer or providers wish to use local or overseas panel members for other contiguous reviews or activities before or after any visit the costs of doing so will be borne by them.

Any additional direct costs associated with overseas representatives reviewing IPENZ recognition standards and procedures for International Accord purposes will be borne by IPENZ.

For further information refer to:

IPENZ Director – Learning and Assessment
IPENZ National Office
Engineers New Zealand
Ground Floor, 158 The Terrace
P O Box 12 241
WELLINGTON
Telephone: ++64 4 473 9444
Facsimile: ++ 64 4 474 8933
Email: bwilliams@ipenz.org.nz
Website: www.ipenz.org.nz

APPENDIX FIVE – CONTINUOUS MONITORING PROCESS FOR ACCORD SIGNATORIES

Procedures extracted from the consolidated Accord Procedures to be submitted for Accord Approval at International Meetings to be held in June 2007
New Zealand has opted to use Procedure B, Continuous Monitoring

3. Periodic Monitoring of Signatories

3.1 Rolling Monitoring Programme

1. Each of the accreditation or recognition systems for which a signatory is responsible shall be subject to comprehensive monitoring and report by representatives of the other signatories at intervals of not more than six years.
2. The Committee must establish and the secretariat publish annually, no later than 1 July, a schedule for the programme of monitoring activities, this schedule covering at least the upcoming six years.
3. Upon receipt of the schedule each signatory must immediately inform the Committee whether it wishes to be monitored by periodic monitoring (designated Procedure A) or by the continuing international participation model (designated Procedure B). In the event that a signatory does not select one or other procedure then the periodic monitoring procedure is assumed to have been selected.
4. The type of procedure to be used for any individual signatory must be approved by the signatories via a suitable meeting method prior to the commencement of any monitoring actions.
5. Any signatory which effects a substantial change to its accreditation criteria, policies or procedures is obliged to report such a change to the Committee via the secretariat and thereby to provide the other signatories with the opportunity to require that the scheduled monitoring and report be brought forward.

3.2 Nomination of Persons to Form Teams

1. Upon request from the secretariat, each signatory must provide as soon as possible one or more names of persons to form part of the panel from which Monitoring Teams (Procedure A) or Accord Monitoring Teams (AMTs) under the continuing international participation model (Procedure B) may be drawn. If Procedure B is used, in determining the suitability of proposed team members signatories must note that panel members fulfil a dual role, firstly as accreditation panel members and secondly as Accord monitors. This clause 3.2 1 shall not require any signatory to provide more than one such representative in any calendar year for any one Accord.

3.3 Procedure A

Not included as it applies to periodic monitoring

3.4 Procedure B

1. Monitoring will be continuous for the first five years of a six year period, and then, if required, in the sixth year there may be confirmatory actions.
2. The Committee will nominate the signatories from which Accord Monitoring Teams (AMTs) may be drawn, and the secretariat will inform those signatories that they will be required to nominate persons who can fulfil dual roles as accreditation panel members, and as the Accord Monitoring Team.
3. For each of not less than three accreditation visits within a five year period, where possible to separate educational providers, the signatory being monitored will indicate to the secretariat that it wishes an Accord Monitoring Team (AMT) to be formed for that visit.
 1. The AMT will be formed by the Committee and signatory being monitored jointly ensuring that a proportion of accreditation visit panel members but not less than one per visit must be from the panel set up for this purpose. The Committee will designate one of the AMT as the team leader.
 2. The signatory being monitored must ensure that at least one of the Accord monitoring teams, in the last two years of the period, meets with the accreditation/recognition agency, reviews the accreditation/recognition procedures with the agency and observes an accreditation/recognition board decision meeting.
 3. At least fifteen months prior to the end of the six year period the secretariat will circulate all Monitoring Reports from the previous five year period to all signatories.
 4. If no objections to the acceptability of the Monitoring Reports as sufficiently demonstrating equivalence are received by the secretariat twelve months prior to the end of the monitoring period the accreditation/recognition procedures and practices of the subject organisation shall be deemed to comply and the review is complete. The process will then restart in the next six year review period should Procedure B continue to apply.
 5. If any of the Accord signatories are concerned that the Monitoring Reports do not demonstrate satisfactory compliance they may notify the secretariat at least nine months prior to the end of the review period.
 6. The Committee must then appoint an Overall Monitoring Team (OMT) to prepare an overall report. In this case the Committee will identify three international AMT members who have contributed to three different reports on the subject organisation. The secretariat will seek approval from the appropriate Accord signatories for these monitors to be members of the OMT. The Overall Monitoring Team should have representation from at least two Accord signatories.
 7. The OMT will be presented with written documentation from the organisation being reviewed and be given a copy of all Accord Monitoring Reports in the period and may hold discussions with the leaders of any of the Monitoring Teams. It may observe an accreditation/recognition visit.

8. The OMT will visit the national office of the organisation being reviewed and meet with that organisation's Accreditation/recognition Board within the last year of the six year period to which the continuous review applies.
13. The Overall Monitoring Team will prepare a report and recommendations to the secretariat as soon as reasonably practicable. A copy of that report must be furnished to each signatory through the secretariat.
14. The recommendations open to the Overall Monitoring Team are as follows:
 - a. that the accreditation/recognition system in question be accepted by the other signatories, for a period of six years, (as leading to outcomes substantially equivalent to the systems known to the monitoring team); or
 - b. that the accreditation/recognition system in question be accepted by the other signatories, for a period of not more than two years, subject to the responsible signatory providing, within six months, a report which satisfies the other signatories that adequate steps are being taken to address the specific issues identified by the review team; or
 - c. that the accreditation/recognition system in question has serious deficiencies, that the signatory revert immediately to conditional status, and that urgent and specific assistance be provided by the other signatories to help address the deficiencies

3.5 Consideration of Recommendations and Requests for Reconsideration

1. Recommendations from monitoring activities under either Procedure A or Procedure B are considered by the other signatories in committee at a general meeting.
2. If a signatory has demonstrated substantial equivalence under Procedure B to the satisfaction of all signatories without the need to form an Overall Monitoring Team, the signatory will be deemed to have had its accreditation/recognition system be accepted as substantially equivalent for a further six year term from the date of the meeting.
3. Otherwise, the signatories may resolve only one of the following:
 - a. that the accreditation/recognition system in question be accepted by the other signatories, for a period of six years; or
 - b. that the accreditation/recognition system in question be accepted by the other signatories, for a period of not more than two years, subject to the signatory in question providing, within six months, a report which satisfies the other signatories that adequate steps are being taken to address specific issues; or
 - c. that the signatory revert immediately to a non-voting conditional status for a period of no more than two years, and that specific requirements to be addressed be stated.

4. A resolution for (a) or (c) shall require support from two-thirds of the signatories, and in the absence of that majority the outcome shall be (b) in which case the specific issues to be addressed must be stated.
5. The subject signatory may, within 60 days of notification of a decision, request reconsideration of a decision imposing conditional status (c), and request independent reconsideration of its case. Requests for reconsideration must be based on one or more of the following grounds:
 - a. that there was a failure to follow these Rules, and/or
 - b. that there were substantial errors of facts in the report considered by the signatories which were likely to have affected the decision reached by the signatories, and/or
 - c. that the report considered by the signatories did not include relevant information, and had that information been placed before the signatories there was a reasonable likelihood that a different decision would have been made.
6. If a reconsideration is requested, the Committee must ensure that within six months of the decision, a reconsideration panel which is established in the same manner as a monitoring team using Procedure A, but has no membership in common with, the original monitoring team(s) is established and reports its outcomes.
7. Whilst a reconsideration is in progress the signatory will continue to enjoy the full benefits of being a signatory.
8. The reconsideration panel shall determine the procedures and criteria under which it operates, but at all times its procedures must be consistent with these Rules and procedures as far as this is reasonably possible.
9. The full costs of any such reconsideration must be borne by the subject signatory.
10. The right to request reconsideration may be exercised only once.
11. The recommendations of a reconsideration panel must be considered by the signatories by a suitable meeting method as soon as reasonably possible, and one of the following decisions made: .
 - a. that the accreditation/recognition system in question be accepted by the other signatories, for a period of six years; or
 - b. that the accreditation/recognition system in question be accepted by the other signatories, for a period of not more than two years, subject to the signatory concerned providing, within six months, a report which satisfies the other signatories that adequate steps are being taken to address specific issues; or
 - c. that the signatory revert immediately to a non-voting conditional status for a period of no more than two years, and that specific requirements to be addressed be stated.

